

R-4
3.2

Training Points to be Discussed

1. The Foreign Technology Division contracts with external providers, is allocated spaces in HQ AFSC and ASD training activities, and provides independent study opportunities.
2. Annual surveys are completed at branch level and are reviewed and consolidated at the two-Letter office level. The Training Program Branch determines what training will be offered based on these organizational needs. No changes are planned.
3. The Command Section establishes the guidelines which in turn are executed by the Training Program Branch.
4. Training is very closely tied to the mission of the organization. Two-letter organizations are in frequent contact with the Training Program Branch and request mission-related training as required.
5. See attachment marked History.
6. Many changes are projected and applicable training is planned to correspond (e.g. new computer applications, additional supervisory responsibilities, new technology and processes). Due to the nature of FTD's mission training will always make a major contribution to the accomplishment of the mission.
7. The Training Program Branch is developing a training program for new analysts and additional supervisory training.
8. The Training Program Branch submits budget requirements. Allocations are then determined by the Command Section and senior-level executives. The Training Program Branch manages the program within the approved constraints and determines how the training will be accomplished. Additional information is provided in the attachment marked Training Budget.
9. Attendance at the Newcomers' Orientation and Drug and Alcohol Awareness are mandatory for all employees. Three supervisory courses are mandatory for new supervisors (Civilian Personnel Management Course, Military Personnel Management Course, and AFSC Supervisors' Course).
10. No waivers are permitted for the Newcomers' Orientation. Waivers are permitted for all other courses. A letter of explanation signed by the immediate supervisor is routed through the two-letter organization and forwarded to the Training Program Branch. The Deputies have the approval authority.
11. See attachment marked Allocated Spaces for Training.

TRAINING--POINTS TO BE DISCUSSED

1. Discuss the organization and management of each agency's training program. Within the larger organization (agency), is there a single central provider of training? If more than one element provides internal training courses, describe the training functions of each such provider. (Organizational charts?) How are the training functions of the different providers coordinated? Give examples of coordination. If only external providers are used, how are the organization's training requirements levied on that provider? Examples.

2. Within the organization (agency), who decides what training is needed by employees? How do the training decisions relate to different occupational groupings of employees? Who determines which training courses will be offered? What changes are envisaged in the organization and management of the training program as described above?

3. Who makes the decisions on priorities when resources are not sufficient to meet all the training needs of the organization (agency)?

4. What are the current missions as understood by the training element(s) of the organization (agency)? Characterize the contribution which training is now making to the accomplishment of current missions. Does this contribution vary from mission to mission and/or from one part of the organization to another? How? Give examples.

5. Describe the training curriculum in terms of major groupings of courses, indicating their relationship to current missions.

6. As understood by the training element, what are prospective changes of mission (a year or three years or five years out)? How are these changes in mission going to be reflected in the training curriculum (give examples)? What can be said about the contribution which training will make to the accomplishment of future missions?

7. Apart from changes in the missions of the organization, what other developments are likely to impact over the next three to five years on the training curriculum? (Examples)

8. Who determines the amount of resources to be devoted to training? How are trade-offs made between training requirements and available training opportunities when there is a conflict? Who determines whether training should be provided by in-house staff, by hiring a vendor on an in-house basis, or by sending students to external training?

9. How are selections for attendance in training made? Is attendance in some courses required (mandated) for new employees or for assignment to certain positions (give examples, relating to curriculum discussed above)? Are organizational allocations (quotas) used for apportion attendance at courses? Is attendance in some courses on a "cafeteria" (self-enrollment) basis (identify which ones)? What change is foreseen in the way attendance in training is decided?

10. If some courses are "required," is there a mechanism for waiving attendance or for certifying equivalent skills via testing? Give examples. Who makes waiver decisions (give examples)?

11. How is attendance at external training courses decided? Is there a central coordinating mechanism? For which external courses? Examples. Who budgets for external training?



DEPARTMENT OF THE AIR FORCE
 HEADQUARTERS FOREIGN TECHNOLOGY DIVISION (AFSC)
 WRIGHT-PATTERSON AIR FORCE BASE, OHIO 45433-6508

REPLY TO
 ATTN OF: MCT

4 November 1987


SUBJECT: Training Budget

TO:

In response to your question about the selection of training activities based on the availability of funds, I have provided the following information for your review:

- MCT does indeed have a budget which limits the number of training activities we are able to fund.
 - In FY87, MCT processed 5,951 training actions and spent \$991,100 or 99.2% of the money allocated for training.
 - MCT develops projections for each fiscal year which provide the framework for decision making (Atch 1).
 - The projections are based on past expenditures, Directorate training survey results, and FTD corporate emphases.
- The MCT budget is divided into three categories: Program 3 (Military), Program 8 (Civilian), and ICDP (Intelligence Career Development Program).
 - Program 3 funds are used to support technical, management, and clerical short courses for FTD's military personnel. The funds are also used to support Project Warrior lectures, CGOA study trips, SAC's Space and Missile courses, and AFSC's Introduction to Systems Acquisition courses.
 - Program 8 funds are the monies which ASD allocates to FTD. It is used to fund ASD-sponsored clerical, management, and technical courses, LTFT Training, and academic courses. Due to budget cuts, however, the amount allocated by ASD was cut 50% from FY86 to FY87 and will probably be cut again for FY88.
 - FTD funds most ASD-sponsored training activities from the Program 8 fund or the ICDP fund. A small number of activities are centrally funded through ASD but the vast majority are funded with FTD training monies.
 - As stated in the talking paper, ASD allocates spaces in training activities they sponsor. MCT reviews the training activity and decides if it is appropriate for FTD personnel. This is done by reviewing course content in relation to Directorates' missions.

- MCT submits a negative response to ASD if the activity is not compatible with our program.
- MCT also reviews the requested training activity to ensure it is in accordance with the law and Air Force regulations.
- If the activity is deemed appropriate, the Directorates have the responsibility to approve or disapprove the training for their personnel. MCT receives the nominations from the Directorates and funds the activity accordingly.
- ICDP funds are used to supplement ASD-sponsored courses, SDP/CBP activities, rotational assignments, study trips, in-house courses, and the Learning Center. Technical, management, and clerical short courses absorb the majority of the funds.
- The budget dictates the amount of money MCT can spend for the various training activities. There is some degree of flexibility, however, to respond to Directorates' training needs which were not projected.
- The Directorates decide if the training is required, how many people need the training, and who should attend. There is a great deal of communication between the Directorates and MCT when training requests are made to determine cost effectiveness.
- MCT monitors the amount spent per Directorate and the number of spaces allocated per training activity.


REBECCA L. SCHMALE
Chief, Training Program Branch

1 Atch
Training Projections

SUMMARY OF TRAINING AND EDUCATION PROJECTIONS

<u>Category</u>	<u>Percent</u>	<u>Budgeted</u>
Technical	64.6	643,200
Management	6.7	67,100
Academic	8.1	80,400
SDP/CBP Support	5.8	58,200
Rotational Assignment	4.3	42,700
Clerical	4.0	39,800
Study Trips	1.7	16,700
Strategies for Success (Enlisted Workshops)	0.8	8,200
Warrior Lectures	0.1	1,000
CGOA Support	0.3	3,000
Long-Term, Full-Time Training	1.9	19,300
Defense Intelligence College - STIAIC	0.3	3,100
Learning Center Materials	0.1	900
EEO/FWP	1.2	12,400

Atch 1



DEPARTMENT OF THE AIR FORCE
HEADQUARTERS FOREIGN TECHNOLOGY DIVISION (AFSC)
WRIGHT-PATTERSON AIR FORCE BASE, OHIO 45433-6504

REPLY TO
ATTN OF: MCT

14 October 1987

SUBJECT: Allocated Spaces for Training

TO:

1. MCT distributes call letters for a very wide variety of courses, workshops, seminars, and conferences. The number of available spaces in these training activities depends on whether FTD is sponsoring the activity, or if ASD is sponsoring the activity and allocates a certain number of spaces to FTD.
2. When ASD allocates spaces to FTD, MCT staff first reviews the training description. It is then determined which Directorates' missions are compatible with the course content. Often Directorates are called to verify relevancy of the proposed training. Once the Directorates who would benefit from the training are identified, the number of allocated spaces from ASD are divided according to stated need on previous general training surveys, course-specific surveys, and/or Directorate size. The call letter is sent to the Directorate with a specific number of spaces allocated and they identify who will attend the training activity. The Directorate may also elect to submit a negative response, in which case, their allocated spaces are transferred to another Directorate.
3. When FTD sponsors a course, it is because a demonstrated need exists. This need has been identified by Directorates on general training surveys, course-specific surveys, DD Forms 1917, and past responses to similar, general training activities. The number of allocated spaces per Directorate is determined by reviewing the demonstrated need and/or Directorate size. Again, the Directorate determines who will attend the training and forwards the names to MCT.
4. Every effort is made to send call letters to the appropriate Directorates and to proportion allocations fairly. If MCT has fewer spaces than the number of Directorates requiring the training, we ensure that those not included receive priority the next time.
5. Some training activities do not have space limitations. Directorates may identify any individuals in need of the training.
6. If you need any additional information please feel free to contact me on 74540.

Rebecca L. Schmale

REBECCA L. SCHMALE
Chief, Training Program Branch

SCHEDULE A

Foreign Technology Division
(Organization)

TRAINING BY LOCATION DURING FY 1987

	<u>Number of Enrollments</u>	<u>Time Spent In Training</u> (1)	<u>Average Days Training Per Employee</u> (2)	<u>Costs</u> (3)
Subtotal, training conducted inside the organization (4)	969	157 days		\$ 216,340
Subtotal, training conducted outside the organization	4,982			\$ 779,508
TOTAL, TRAINING	<u>5,951</u>			<u>995,848</u>

- (1) Give in days or years; 230 days equate to one year. For part-time training, double the time spent in classroom instruction and convert to days using the standard eight-hour workday.
- (2) Divide organization workyears during the fiscal year by the total time spent in training.
- (3) Dollars in thousands; use budget figures.
- (4) Attendance only in formal courses; do not include on-the-job training.

SCHEDULE B

Foreign Technology Division
(Organization)

TRAINING BY TYPE DURING FY 1987

	<u>Number of</u> <u>Enrollments</u>	<u>Time Spent</u> <u>In Training</u> (1)	<u>Average Days</u> <u>Training Per</u> <u>Employee</u> (2)	<u>Costs</u> (3)
Subtotal, Management and supervisory training	See Attachment marked History			
Subtotal, executive development training				
Subtotal, mandated skills training (4)				
Subtotal, training not in other subtotals				
TOTAL, ALL TYPES OF TRAINING				

- (1) Give in days or years; 230 days equate to one year; for part-time training double the time spent in classroom instruction and convert to days using the standard eight-hour workday.
- (2) Divide organization workyears during the fiscal year by the total time spent in training.
- (3) Dollars in thousands; use budget figures.
- (4) Indicate by separate noting if mandated skills training includes management and supervisory or executive development training.

SCHEDULE C

Foreign Technology Division
(Organization)

RESOURCES DEVOTED TO 'TRAINING AND CAREER DEVELOPMENT' DURING FY 1987

	<u>Total Staff Years</u>	<u>Staff Years Per 100 Employees</u>
Staff assigned to training and career development activities	3 FT Professionals 1 FT Clerical	?

HISTORY

MCTTRAINING AND CAREER DEVELOPMENT ACTIVITIES

~~As summarized below, 5,951 individual training actions took place in FY87;~~
~~a 12.7% increase over FY86. FTD's total investment in training and career~~
~~development was \$995,848, not including salaries of participants.~~

SUMMARY OF TRAINING AND EDUCATION ACTIVITIES IN FY 1987

<u>Category</u>	<u>Participants</u>	<u>Cost</u>
Technical	1,370	643,212
Management	184	67,126
Academic	316	80,410
SDP/CBP Support	334	58,162
Rotational Assignments	2	42,652
Clerical	340	39,822
Study Trips	28	16,686
Strategies For Success	78	8,160
Warrior Lectures	253	1,033
CGOA Support	31	2,958
Long-Term, Full-Time	5	19,256
Defense Intelligence College Support (STIAIC)	61	3,111
Learning Center Materials	2,637	855
EEO/FWP	312	12,405
	<u>TOTALS</u>	<u>5,951</u> <u>\$995,848</u>

Courses principally focused on technical and management needs, such as:

TECHNICAL

Electronic Warfare
 Electronic Intelligence

MANAGEMENT

Middle Management Development
 Professional Development

TECHNICAL Cont'd

Dynamic Stability & Automatic
Radar Systems Analysis
Artificial Intelligence
Radar Receiver Design Principles
and Techniques
Synthetic Aperture Radar
MTI Radar
Radar ECCM
Russian Language
Systems 100
Euclid Computer

MANAGEMENT Cont'd

Organizational Communication
Effective Communication
Brain Dominance
New Competitive Environment
How To Manage Assertively
Human Resource Management
Administration Development
Situational Leadership
Stress Management
Creativity and Innovation
How to Work With People

Courses are conducted at/by such organizations as the University of Dayton, Wright State University, George Washington University, Technology Service Corporation, Environmental Research Institute of Michigan, Harbridge House, Fred Pryor, American Management Association, and Office of Personnel Management (OPM).

The Defense Intelligence Agency's (DIA's) Defense Intelligence College (DIC) conducted two mobile Scientific and Technical Intelligence Analyst Introductory Courses for FTD in FY87 with an enrollment of 61 FTD personnel. Dr Dennis R. Darlak, the DIC Course Director, and Major Judith Cook, DIC Course Instructor, conducted the nine-day courses and received very favorable reviews from the attendees.

The FTD Learning Center is equipped with audio/visual equipment and computer terminals for self-paced training. In addition to FTD-owned technical, management, clerical, and motivational audio/video tapes - MCT borrows videocourses from other USAF Audio/Visual Repositories for month-long usage in the Learning Center. During September 1987, MCT rented over 75 management videotapes from DELTAK Training Center to support "Management Development Month" in the Learning Center. The Learning Center classroom area is used for MCT courses, as well as courses scheduled by other FTD offices. The "Introduction to FTD's Information Support System," scheduled by MCT was offered eleven times during FY87 with 203 individuals

completing the course. MCT also manages a PROJECT WARRIOR Library of more than 75 books in the Learning Center.

FTD continued to be active in support of PROJECT WARRIOR, the Air Force program designed to develop a keen understanding of the art of war, create and maintain an environment to think and plan in war-fighting terms, identify ways to improve the war-fighting spirit and perspective, and encourage an improved understanding of the theory and practice of war. In support of this program the Division arranged the following activities:

LECTURES:

Global Arms Sales
Dr Louis J. Samelson

Quality Of Life In The USSR
Soviet Inferiority Complex
Navy Capt Richard A. Life

TOURS:

Air Force Orientation Group
Gentile AFS, Ohio

VIDEOS:

Propaganda Exploitation Of Prisoners Of War
An Approach To Strategy

BOOKS & PERIODICALS

Race To The Swift; Air Force Spoken Here; Once A Warrior King; A History Of Men In Battle; Challenge Of Command; Men Of Company K; A Genius For War; Iron Eagle; Winning The War Against Terrorism.

The FTD Executive Development Program is designed to develop and enhance skills and knowledge for management and technical positions. The program is comprised of the Senior Development Program (SDP) and the Career Broadening Program (CBP). Participants are selected on a competitive basis and in compliance with affirmative action goals. Employees nominate themselves by completing a career objective statement and resume. Applications are reviewed by the Directors and by the Career Field Coordinating Teams; their assessments are used by the Civilian Policy Board in its recommendations for membership in the program to the Commander.

Membership is limited to 30 participants in the CBP and 10 in the SDP.

FTD's mobilization augmentees present a valuable and effective force to augment the active duty roles for wartime mobilization. The Division's mobilization augmentee authorizations in FY87 were 75.

Newcomers' Orientations and Family Orientations are scheduled as needed. Over 200 new employees attended orientations in FY87 and 50 family members attended the evening family orientation.

SUMMARY OF TRAINING AND EDUCATION COSTS IN FY 1987

<u>CATEGORY</u>	<u>PARTICIPANTS</u>	<u>\$ COSTS</u>
TECHNICAL	1,370	643,212
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SDP/CBP SUPPORT	334	58,162
ROTATIONAL ASSIGNMENTS	2	42,652
CLERICAL	340	39,822
STUDY TRIPS	28	16,686
STRATEGIES FOR SUCCESS	78	8,160
WARRIOR LECTURES	253	1,033
CGOA SUPPORT	31	2,958
LONG-TERM, FULL-TIME STUDY	5	19,256
DEFENSE INTELLIGENCE COLLEGE SUPPORT (STIAIC)	61	3,111
LEARNING CENTER MATERIALS	2,637	855
EE0/FWP	312	12,405
TOTALS	5,951	995,848

7/17-19

HISTORY

MCTTRAINING AND CAREER DEVELOPMENT ACTIVITIES

As shown in Figure, 5,517 individual training actions took place in FY86. FTD's total investment in training and career development was \$883,929, not including salaries of participants.

FIGURE

SUMMARY OF TRAINING AND EDUCATION ACTIVITIES IN FY 1986

<u>Category</u>	<u>Participants</u>	<u>Cost</u>
Technical	1,355	589,912
Management	436	49,213
Academic	275	65,593
SDP/CBP Support	295	61,395
Rotational Assignments	3	16,516
Clerical	117	8,920
Study Trips	30	30,395
Strategies For Success	62	6,144
Warrior Lectures	663	3,176
CGOA Support	32	4,640
Long-Term, Full-Time	3	35,910
Defense Intelligence College Support (STIAIC)	61	5,848
Learning Center Materials	2,013	803
EEO/FWP	172	5,459
TOTALS	5,517	\$883,929

Courses principally focused on technical and management needs such as:

TECHNICAL

Deblurring Techniques
Electronic Warfare

MANAGEMENT

Middle Management Development
Professional Development

TECHNICAL Cont'd

Radar Systems Analysis
Electronic Intelligence
Phased Array Antenna
Satellite Orbit and Attitude
Control Systems
Missile Guidance
Receiver Design Principles
and Techniques
Synthetic Aperture Radar
Radar Cross Section
MTI Radar
Radar ECCM
Missile Autopilots
Russian Language

MANAGEMENT Cont'd

Effective Communication
Brain Dominance
Stress Management
Creativity and Innovation
How to Work With People
New Competitive Environment
Manage Assertively
Human Resource Management

Courses are conducted at or by such organizations as the University of Dayton, Wright State University, George Washington University, Technology Service Corporation, Environmental Research Institute of Michigan, Harbridge House, Fred Pryor, American Management Association, and Office of Personnel Management (OPM).

The Defense Intelligence Agency's (DIA's) Defense Intelligence College (DIC) conducted two mobile Scientific and Technical Intelligence Analyst Introductory Course for FTD in FY 1986 for an enrollment of 61 FTD personnel. Dr Denis R. Darlak, the DIC Course Director, and Captain Judith Cook, DIC Course Instructor, conducted the two nine-day courses and received very favorable reviews from the attendees.

The FTD Learning Center is equipped with audio/visual equipment and programmed instructional materials. Courses are primarily self-instructional and allow personnel to study at their own pace and on their available time. Computer terminals were installed and training courses were initiated to instruct personnel on FTD's Information Support System (ISS), IBM, and Telex programs. Classes were scheduled by MCT and 112 individuals completed the training during FY86.

The FTD Executive Development Program is designed to develop and enhance

skills and knowledge for management and technical positions. The program is separated into the Senior Development Program (SDP) and the Career Broadening Program (CBP). Participants are selected on a competitive basis and in compliance with affirmative action goals. Employees nominate themselves by completing and forwarding a career objective statement and resume. Applications are reviewed by the Directors and by the Career Field Coordinating Teams and their assessments are used by the Civilian Policy Board in its recommendations to the Commander for membership in the program. FTD continued to be active in support of WARRIOR, the Air Force program to develop a keen understanding of the art of war, create and maintain an environment to think and plan in war-fighting terms, identify ways to improve the war-fighting spirit and perspective, and encourage an improved understanding of the theory and practice of war. In support of this program the Division arranged for several lectures:

"USAFE Warrior Preparation Center" (Lt Col Larry Simmons)

"POW Experiences" (Colonel Michael C. Lane)

"WWII Flying Tiger and Vietnam Advisor Experiences"
(Lt Col Earl Ashworth)

"Soviet Security Agencies, KGB, and GRU" (Dr William Zumbar)

"Soviet Foreign Policy" (Dr George E. Hudson)

"First In - Last Out" (A BDM Video Presentation)

FTD's mobilization augmentees continued to present a valuable and effective force to augment the active duty roles for wartime mobilization. The Division's mobilization augmentee authorizations in FY 1986 are 81.

<u>CATEGORY</u>	<u>PARTICIPANTS</u>	<u>\$ COSTS</u>
TECHNICAL	1,355	589,912
MANAGEMENT	436	49,218
ACADEMIC	275	65,593
SDP/CBP SUPPORT	295	61,395
ROTATIONAL ASSIGNMENTS	3	16,516
CLERICAL	117	8,920
STUDY TRIPS	30	30,395
STRATEGIES FOR SUCCESS	62	6,144
WARRIOR LECTURES	663	3,176
CGOA SUPPORT	32	4,640
LONG-TERM, FULL-TIME STUDY	2	35,910
DEFENSE INTELLIGENCE COLLEGE SUPPORT (STIAIC)	61	5,848
LEARNING CENTER MATERIALS	2,013	803
EEO/FWP	172	5,459
TOTALS	5,517	883,929

MCTTRAINING AND CAREER DEVELOPMENT ACTIVITIES

As shown in Figure , 4,894 individual training actions took place in FY 85. FTD's total investment in training and career development was \$809,492, not including salaries of participants.

FIGURE

SUMMARY OF TRAINING AND EDUCATION ACTIVITIES IN FY 1985

<u>Category</u>	<u>Participants</u>	<u>\$ Costs</u>
Technical	915*	571,709
Management	207	47,168
Academic	219**	44,562
SDP/CBP Support	197	41,400
Rotational Assignments	3	28,185
Clerical	196	17,800
Enlisted Workshops	65	16,506
Warrior Lectures	608	2,281
CGOA Support	92	8,540
Long-Term, Full-Time	7	7,469
Defense Intelligence College Support (STIAIC)	91	8,074
Learning Center Materials	2,113	4,385
EEO/FWP	181	11,413
TOTALS	4,894	809,492

*Includes AF Institute of Technology (92)

**Includes AF Institute of Technology (41)

Courses principally focus on technical and management needs such as Electronic Warfare, Flight Test Principles, Digital Signal Processing, Missile Guidance, Radar Fundamentals, Briefing Techniques, Human Resource Management, Programming Languages, Principles of Management, Technical Writing and Computer Science.

Courses are conducted at or by such organizations as the University

of Dayton, Wright State University, George Washington University, IBM, American Management Association, and Office of Personnel Management (OPM).

The Defense Intelligence Agency's (DIA's) Defense Intelligence College (DIC) conducted three mobile Scientific and Technical Intelligence Analyst Introductory Course for FTD in FY 1985 for an enrollment of 91 FTD personnel. Dr Larry J. Edwards, the DIC Course Director, conducted the three nine-day courses and received very favorable reviews from the attendees.

The FTD Learning Center is equipped with audio/visual equipment and programmed instructional materials. Courses are primarily self-instructional and allow personnel to study at their own pace and on their available time.

The FTD Executive Development Program is designed to develop and enhance skills and knowledge for management and technical positions. The program is separated into the Senior Development Program (SDP) and the Career Broadening Program (CBP). Participants are selected on a competitive basis and in compliance with affirmative action goals. Employees nominate themselves by completing and forwarding a career objective statement and resume. Applications are reviewed by the Directors and by the Career Field Coordinating Teams and their assessments are used by the Civilian Policy Board in its recommendations to the Commander for membership in the program.

FTD continues to be active in support of WARRIOR, the Air Force program to develop a keen understanding of the art of war, created and maintain an environment to think and plan in war-fighting terms, identify ways

to improve the war-fighting spirit and perspective, and encourage an improved understanding of the theory and practice of war. In support of this program the Division arranged for several lectures:

"America's Air Wars-WWII to Vietnam" (Colonel George E. Day)

"Soviet Foreign Policy" (Dr George E. Hudson)

"AF Character/Leadership" (Dr Edgar F. Puryear, Jr.)

"Soviet vs US Fighter Pilots" (Major Daniel C. Daley)

"The Son Tay Prison Raid: Success or Failure"
(Colonel Jay M. Strayer)

"More on the Soviet Union" (Dr Mervin K. Strickler)

FTD's mobilization augmentees continued to present a valuable and effective force to augment the active duty roles for wartime mobilization. The Division's mobilization augmentee authorizations in FY 1985 are 83.

<u>CATEGORY</u>	<u>PARTICIPANTS</u>	<u>\$ COSTS</u>
TECHNICAL	915*	571,709
MANAGEMENT	207	47,168
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LEARNING CENTER MATERIALS	2,113	4,385
EE0/FWP	181	11,413
TOTALS	4,894	809,492

* INCLUDES AF INSTITUTE OF TECHNOLOGY (92)

** INCLUDES AF INSTITUTE OF TECHNOLOGY (41)

SUMMARY REPORT ON INITIATIVE 85:03A

1. Initiative was designed to ensure that FTD's first-level supervisors receive the best available training to do their jobs effectively.
2. Actions Completed:
 - a. Mandatory training scheduling was examined to determine degree of compliance with AFR 40-418 "Manager Training and Development" and AFR 50-37 "Personnel Management Training for Air Force Supervisors." Scheduling is effective and training courses are being attended.
 - b. Courses presented to FTD first-level supervisors in FY 83-84 were evaluated. Those considered to be the best have now been included in a collection of course descriptions (23) prepared as a compendium of courses for FTD first-level supervisors. The compendium has received favorable reaction from Directorates and SP.
3. Actions Not Completed:
 - a. Compendium will be published and distributed prior to 30 August. Accompanying letter will require individual training plans for each first-level supervisor with a copy to MCT.
 - b. MCT will organize requirements and schedule courses by groups. Training needs which cannot feasibly be met through in-house, group-type courses will be scheduled on an individual attendance basis to the extent possible.
4. Impact: Initiative will favorably impact FTD supervisors. Mandatory training requirements were being satisfied but the follow-on training was largely unplanned or acquired piecemeal. The compendium of recommended courses and the training plans will serve as a useful base for planning and selecting the follow-on training. Once needs are on record, the MCT actions will see that training takes place.
5. Follow-on Actions: MCT must see that the training compendium is updated appropriately.
6. Recommend this initiative be closed.